

Indiana Academic Standards for Theatre

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Indiana Academic Standards for Theatre

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INDIANA’S ACADEMIC STANDARDS FOR THEATRE

Introduction

Standards: What are they and why are they necessary?

Standards are statements that define what students should know and be able to do upon completion of specific levels of instruction. Standards serve as a gauge for excellence and are differentiated from minimum competencies or outcomes because they describe the challenging goals aspired to for expanding and improving fine arts education in the United States.

20-10.1-17-3, Section 3 in *Indiana School Laws and Rules* states, “The board shall adopt clear, concise, and jargon-free state academic standards that are comparable to national and international academic standards.” The Indiana Theatre Standards were adopted by the State Board of Education in February 2003.

Literacy Standards for Theatre

The Literacy Standards for Theatre emerged with the Indiana State Board of Education’s adoption of the Common Core State Standards in the area of Reading and Writing for Literacy in Technical Subjects. The Literacy Standards establish that instruction in reading and writing is a shared responsibility. The Literacy Standards are predicated on teachers in the content areas using their unique disciplinary expertise to help students meet the particular challenges of reading and writing in their respective fields.

The Literacy Standards provide a consistent, clear understanding of what students are expected to learn in all content areas; thus allowing teachers the ability to better serve their students. They set requirements for literacy in all content areas, including theatre instruction. The Literacy Standards are predicated on teachers in all content areas using their disciplinary expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the Literacy Standards are *not* meant to replace content standards, but rather supplement them.

Part of the motivation behind the disciplinary approach to literacy promulgated by the Literacy Standards is extensive research establishing the need for students to be proficient in reading complex informational text independently in a variety of content areas in order to be ready for college or a career. This is because most of the required reading in college and workforce training programs is informational in structure and challenging in content.

The Literacy Standards make clear that significant reading of informational texts should also take place outside ELA classrooms in order for students to be ready for college and careers. Future assessments will apply the sum of all the reading students do in a grade, not just their reading in the ELA context. The Literacy Standards demand that a great deal of reading should occur in all disciplines.

The Literacy Standards also cultivate the development of three mutually reinforcing writing capacities: writing to persuade, to explain, and to convey real or imagined experience. College and career readiness requires that writing focus significantly on writing to argue, to inform or explain.

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The Literacy Standards for Theatre are organized in the following grade bands: 6-8, 9-12. Within each grade band, the Literacy Standards ask students to read and write within the discipline of theatre. In grade bands 6-8 and 9-12, teachers will implement the Common Core State Standards for Literacy in Technical Subjects along with their Indiana Academic Standards for Theatre. The Literacy Standards in these grade bands are organized into 10 reading and 10 writing standards. Theatre teachers are NOT responsible for teaching all 20 Literacy Standards. A determination of the applicable Literacy Standards was created through a collaborative effort. This effort established guardrails for the implementation of the Literacy Standards. The applicable standards have been noted in the standards document and should guide teachers in what standards they are responsible for teaching.

It is imperative to keep in mind that the Literacy Standards use grade bands to present the standards. Teachers teaching at the beginning of the grade band may need to provide scaffolding for students to be successful, where teachers teaching at the end of the grade band should expect students to demonstrate the standards independently.

Academic Standards for Theatre

Quality theatre education incorporates research, analysis, and creation in order to explore the integrative and evolving nature of theatre. The components of a quality theatre education feature these content areas and activities and are the framework for the Indiana Academic Standards:

History and Culture: Students understand the significance of theatre and its relationship to history and cultures through inquiry into theatre history and dramatic literature. Students develop historical and cultural insight through recognizing significant works of theatre and various theatrical performance styles.

Analysis and Response: Students develop critical thinking skills necessary to analyze the form and style of plays and performances. They develop the ability to reflect on and interpret the nature of the theatre experience on a personal and global level.

Creative Process: Students create theatrical work through script development, research and collaboration. Through research, imagination, script analysis, observation, and improvisation, students develop proficiencies as designers, actors, directors and playwrights.

Careers and Community: Students identify a variety of theatrical careers. They develop a commitment to theatre that underscores the value of the theatre arts on a personal and societal level.

Integrated Studies: Students understand the integrative and evolving nature of theatre in an historical and contemporary context.

Standards at the National Level

The Indiana Academic Standards for Theatre align closely with the national standards. Both standards emphasize the creative process of theatre artists, production analysis, and the role of theatre in contemporary life. The Indiana Standards expand upon the national standards by including more in-depth inquiry into the areas of history, culture, and the structural analysis of plays and productions. Those accustomed to teaching curriculum based on the national standards

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should find the Indiana Standards compatible with the national content and achievement standards.

Philosophy and Rationale for the Fine Arts

In our efforts to provide a quality education for every child in our state, it is important to provide for all aspects of human growth. This includes artistic, expressive, and cultural, as well as intellectual, emotional, physical and social development. The arts are essential in education for they provide students with the means to think, feel, and understand the world around them in ways unique and distinct from other disciplines. Literacy in the arts enhances a person's ability to participate in society by developing creative problem solving, inquiry, and communication skill, and by providing an avenue for self-expression and multiple points of view. For these reasons, a curriculum that enables students to become self-directed, lifelong learners in the arts should be available to all Indiana students.

Goals of the Fine Arts

The ultimate goal of a fine arts curriculum is to enable students to be proficient creators, performers, critics, listeners, and observers of the arts. Students who attain academic standards in the fine arts will be able to use the arts to think and learn independently, know themselves and the world around them, and communicate in the art forms studied. To ensure that students attain these standards and capabilities, they must be immersed in numerous opportunities to learn about, perform, create, and evaluate the fine arts.

In order to promote student literacy in the fine arts, the goals for students in grades K-12 are to:

- value the arts
- become confident in one's artistic abilities
- communicate in and through the arts
- develop one's artistic skills
- become creative problem solvers
- exhibit knowledge of the historical and cultural backdrop of the arts
- exhibit the ability to critique the arts
- exhibit the development of aesthetic awareness in the arts

INDIANA'S ACADEMIC STANDARDS FOR THEATRE

HISTORY AND CULTURE

Standard 1

Students understand the significance of theatre and its relationship to history and cultures.

Standard 2

Students recognize significant works of the theatre and comprehend various performance styles.

ANALYSIS AND RESPONSE

Standard 3

Students understand and analyze the dramatic structure of plays and performances.

Standard 4

Students identify, develop and apply criteria to make informed judgments about theatre.

Standard 5

Students reflect on and interpret the nature of the theatre experience and its personal and artistic significance.

CREATIVE PROCESS

Standard 6

Students create scripts and theatre pieces through collaboration, inquiry and improvisation.

Standard 7

Students utilize imagination and research to design and implement the elements of a visual environment.

Standard 8

Students develop acting skills through observation, improvisation and script analysis.

CAREERS AND COMMUNITY

Standard 9

Students recognize a variety of theatrical careers.

Standard 10

Students develop a lifelong commitment to theatre arts and value their importance in the life of the community.

INTEGRATED STUDIES

Standard 11

Students identify and make connections between theatre and other disciplines, such as language arts, social studies, humanities, science, and technology.

Standard 12

Students understand the integrative nature of theatre that includes dance, music, visual art, and media arts.

Kindergarten

ACADEMIC STANDARDS FOR THEATRE

HISTORY AND CULTURE

Standard 1

Students understand the significance of theatre and its relationship to history and cultures.

- K.1.1 Identify elements of theatre in everyday life, such as relationships (characters), clothes (costumes), locations (setting).
- K.1.2 Recognize and discuss theatre as an expression and record of the human experience told through stories, songs, and dances.
- K.1.3 Identify the many types of live presentations (film, television, and electronic technology) through history and culture.

Standard 2

Students recognize significant works of the theatre and comprehend various performance styles.

- K.2.1 Recognize and discuss cultural traditions in stories, songs, fairy tales, fables, and nursery rhymes.

ANALYSIS AND RESPONSE

Standard 3

Students understand and analyze the dramatic structure of plays and performances.

- K.3.1 Identify and describe the character, plot, and setting in stories.
- K.3.2 Identify and describe the character, plot, and setting in classroom dramatizations and/or formal productions.

Standard 4

Students identify, develop, and apply criteria to make informed judgments about theatre.

K.4.1 Make use of age-appropriate theatre vocabulary to critique what they see, hear, and understand.

Example: Students respond to questions; “Did you understand the words?”, “Did the character make you laugh?”, or “What did the scenery make you think of?”

K.4.2 Speculate on the meaning of a performance.

Example: Be nice to others.

Standard 5

Students reflect on and interpret the nature of the theatre experience and its personal and artistic significance.

K.5.1 Respond to plays, stories, songs, fairy tales, fables, and nursery rhymes.

Example: Through drawing, writing, and/or verbalizing, students express how the dramatization makes them feel.

CREATIVE PROCESS

Standard 6

Students create scripts and theatre pieces through collaboration, inquiry, and improvisation.

K.6.1 Dramatize stories by pretending (improvisation).

K.6.2 Create and present original stories.

Example: Students act out a birthday party.

K.6.3 Explore the use of sound effects and the voice to express character, feelings, and mood.

Example: Give a character voice to a puppet.

Standard 7

Students utilize imagination and research to design, and implement the elements of a visual environment.

K.7.1 Use classroom materials to create visual environments for creative play.

- K.7.2 Use family, school, and community resources to gather information about the appearance of a specific environment.
Example: Students utilize observations from a field trip to create a setting for play acting in the class room.

Standard 8

Students develop acting skills through observation, improvisation, and script analysis.

- K.8.1 Observe and discuss the appearance and characteristics of people, creatures, and things.
- K.8.2 Imitate or create people, creatures, or things based on observation.
- K.8.3 Discuss stories to understand character relationships.

CAREERS AND COMMUNITY

Standard 9

Students recognize a variety of theatrical careers.

- K.9.1 Discover what actors do and find examples in the local community, film, or television.

Standard 10

Students develop a lifelong commitment to theatre arts and value their importance in the life of the community.

- K.10.1 Experience live theatre.
Example: Visit a local theatre or invite high school actors to perform scenes or short plays.

INTEGRATED STUDIES

Standard 11

Students identify and make connections between theatre and other disciplines, such as language arts, social studies, humanities, science, and technology.

- K.11.1 Use a dramatization to understand a concept from another discipline.
*Example: Students act out part of a story read to the class, such as **Goodnight Moon**, by Margaret Wise Brown.*

Standard 12

Students understand the integrative nature of theatre that includes dance, music, visual art, and media arts.

K.12.1 Find other art forms used in theatre pieces.

NOTES:

ACADEMIC STANDARDS FOR THEATRE

HISTORY AND CULTURE

Standard 1

Students understand the significance of theatre and its relationship to history and cultures.

- 1.1.1 Identify elements of theatre in everyday life, such as relationships (characters), clothes (costumes), locations (setting).
- 1.1.2 Recognize and discuss theatre as an expression and record of the human experience told through stories, songs, and dances.
- 1.1.3 List qualities of various types of live presentations (film, television, and electronic technology).

Standard 2

Students recognize significant works of the theatre and comprehend various performance styles.

- 1.2.1 Recognize and discuss cultural traditions in stories, songs, fairy tales, fables, and nursery rhymes.

ANALYSIS AND RESPONSE

Standard 3

Students understand and analyze the dramatic structure of plays and performances.

- 1.3.1 Identify and describe the character, plot, and setting in stories.
- 1.3.2 Identify and describe the character, plot, and setting in classroom dramatizations and/or formal productions.

Standard 4

Students identify, develop, and apply criteria to make informed judgments about theatre.

- 1.4.1 Make use of age-appropriate theatre vocabulary to critique what they see, hear, and understand.

Example: Students could respond with, “The props were too small for me to see.” “The character made me laugh.”

- 1.4.2 Speculate on the meaning of a performance.

Example: Students could respond with, “Drugs will make me sick.”

Standard 5

Students reflect on and interpret the nature of the theatre experience and its personal and artistic significance.

- 1.5.1 Respond to plays, stories, songs, fairy tales, fables, and nursery rhymes.

Example: Through drawing, writing, and/or verbalizing, students express their reaction to the dramatization.

CREATIVE PROCESS

Standard 6

Students create scripts and theatre pieces through collaboration, inquiry, and improvisation.

- 1.6.1 Dramatize stories using improvisation and theatre games.

Example: Students pretend a box is hot/cold/heavy/light/wet and improvise a different scene for each quality, such as “A boy crosses a street carrying a very heavy box. How does he get the box across the street?”

- 1.6.2 Collaborate to create and present original stories.

Example: Students act out a nursery rhyme or fable.

- 1.6.3 Explore the use of sound effects and the voice to express character, feelings, and mood.

Example: Students crumple paper to simulate the sound of fire.

Standard 7

Students utilize imagination and research to design and implement the elements of a visual environment.

- 1.7.1 Use classroom materials to create visual environments for creative play.

- 1.7.2 Use family, school, and community resources to gather information about the appearance of a specific environment.

Example: Students create a floor plan of their classroom.

Standard 8

Students develop acting skills through observation, improvisation, and script analysis.

- 1.8.1 Observe and discuss the appearance and characteristics of people, creatures, and things.
- 1.8.2 Imitate or create people, creatures, or things based on observation.
- 1.8.3 Discuss stories to understand and describe character relationships.

CAREERS AND COMMUNITY

Standard 9

Students recognize a variety of theatrical careers.

- 1.9.1 Identify the various jobs people do in the theatre, such as actor, usher, box office attendant, stagehand, and carpenter.

Standard 10

Students develop a lifelong commitment to theatre arts and value their importance in the life of the community.

- 1.10.1 Experience live theatre.
Example: Visit a local theatre or invite high school actors to perform scenes or short plays.
- 1.10.2 Discuss what makes theatre a unique activity.

INTEGRATED STUDIES

Standard 11

Students identify and make connections between theatre and other disciplines such as language arts, social studies, humanities, science, and technology.

- 1.11.1 Use a theatre technique to understand a concept from another discipline.
Example: Use the classroom to map out the concept of cardinal directions (north, south, east, and west).

Standard 12

Students understand the integrative nature of theatre that includes dance, music, visual art, and media arts.

1.12.1 Describe the ways other art forms enhance a theatre piece.

ACADEMIC STANDARDS FOR THEATRE

HISTORY AND CULTURE

Standard 1

Students understand the significance of theatre and its relationship to history and cultures.

- 2.1.1 Identify elements of theatre in everyday life, such as relationships (characters), clothes (costumes), locations (setting).
- 2.1.2 Explore theatre as a reflection of the culture and history of communities.
Example: Students role play as current or historical members of their community (police officer, shopkeeper).
- 2.1.3 Compare and contrast the differences between live and recorded performances.
Example: Students discuss the differences between seeing a live actor and seeing an actor in a movie.

Standard 2

Students recognize significant works of the theatre and comprehend various performance styles.

- 2.2.1 Explore the different ways stories can be told.

ANALYSIS AND RESPONSE

Standard 3

Students understand and analyze the dramatic structure of plays and performances.

- 2.3.1 Identify and describe the character, plot, and setting in stories.
Example: Students read a story and create a chronological list of all the events that occur in the story.
- 2.3.2 Identify and describe the character, plot, and setting in classroom dramatizations and/or formal productions.
- 2.3.3 Explore the use of sounds and the voice to express character, feelings, and mood.
Example: A student may use a character voice to express a witch's laugh.

2.3.4 Create spontaneous dialogue to express feelings.

Example: A student may respond with, "Leave my house you big, bad wolf!"

Standard 4

Students identify, develop, and apply criteria to make informed judgments about theatre.

2.4.1 Use age-appropriate theatre vocabulary to critique what they see, hear, and understand.

Example: Students could respond with; "I couldn't understand the dialogue.", "The character made me laugh.", "The scenery made me think of the woods in summertime.", or "The fairy's costume was beautiful."

2.4.2 Speculate on the meaning of a performance of a play or story.

Example: A student may respond with, "Good triumphs over evil."

Standard 5

Students reflect on and interpret the nature of the theatre experience and its personal and artistic significance.

2.5.1 Respond to stories and plays. What did you think? How did you feel? Should we go see more plays like this one?

Example: Students express by writing and illustrating how the dramatization made them feel. A student might respond, "The wolf scared me because... ."

CREATIVE PROCESS

Standard 6

Students create scripts and theatre pieces through collaboration, inquiry, and improvisation.

2.6.1 Dramatize short stories using improvisation and theatre games.

Example: Three students pretend they are at the zoo. Two of them are visitors, and one of them is a lion who lives there.

2.6.2 Collaboratively improvise scenes based on personal experiences.

Standard 7

Students utilize imagination and research to design and implement the elements of a visual environment.

2.7.1 Conceive and draw an imagined visual environment.

- 2.7.2 Arrange the classroom furniture to reflect the layout of a real place.
Example: Students recreate the arrangement of their home living rooms.

Standard 8

Students develop acting skills through observation, improvisation, and script analysis.

- 2.8.1 Based on an observation of a person or animal, write a “behavior outline” describing specific movements and characteristics.
- 2.8.2 Through physical actions, depict a human or animal character.
- 2.8.3 Read a short play and discuss the relationships and behaviors of its characters.

CAREERS AND COMMUNITY

Standard 9

Students recognize a variety of theatrical careers.

- 2.9.1 Identify the various jobs people do behind the scenes, such as light board operator, sound board operator, stage manager, and stage hands.

Standard 10

Students develop a lifelong commitment to theatre arts and value their importance in the life of the community.

- 2.10.1 Experience live theatre.
Example: Visit a local theatre or invite high school actors to perform scenes or short plays.
- 2.10.2 Identify local theatre activities and how they add to the life of the community.
Example: Students visit a haunted house.

INTEGRATED STUDIES

Standard 11

Students identify and make connections between theatre and other disciplines such as language arts, social studies, humanities, science, and technology.

- 2.11.1 Create a theatre piece that helps explain a relationship.
Example: Students use a dramatization to depict the cause and effect relationship of weather and plant growth.

Standard 12

Students understand the integrative nature of theatre that includes dance, music, visual art, and media arts.

2.12.1 Use another art form to create a theatre piece.

Example: Use movement to tell a story without words.

ACADEMIC STANDARDS FOR THEATRE

HISTORY AND CULTURE

Standard 1

Students understand the significance of theatre and its relationship to history and cultures.

- 3.1.1 Explore the ways people in the past have used performance or ritual to communicate.
Example: Students discuss how Native Americans used ritual dance to communicate and preserve their culture.
- 3.1.2 Examine the dynamic relationship between community, culture, and the theatre.
Example: Write and present a monologue representing a historical figure from the community.
- 3.1.3 Examine the value of theatre as a means of integrating history and culture.

Standard 2

Students recognize significant works of the theatre and comprehend various performance styles.

- 3.2.1 Recognize the differences between literary forms such as prose or scripted plays.
- 3.2.2 Identify the various ways that a story could be performed.
*Example: Read **The Lion King**, then show and discuss how live performances of the Broadway musical, ice show, or movie differ from the book.*

ANALYSIS AND RESPONSE

Standard 3

Students understand and analyze the dramatic structure of plays and performances.

- 3.3.1 Identify and describe character, plot, theme, and setting in stories.
Example: Students outline and discuss all the ways time and place are communicated in a story.

- 3.3.2 Identify and describe the character, plot, and setting in classroom dramatizations and/or formal productions.

Example: Students describe a main character's goals or feelings.

Standard 4

Students identify, develop, and apply criteria to make informed judgments about theatre.

- 3.4.1 Use selected criteria to critique what they see, hear, and understand.

Example: Students evaluate their reception of a performance; "I couldn't hear the dialogue." or "I liked it when the hero saved the little girl."

- 3.4.2 Speculate on the meaning of a performance.

Example: Students apply personal values to a performance they've viewed; "I wouldn't have taken the bike without permission".

Standard 5

Students reflect on and interpret the nature of the theatre experience and its personal and artistic significance.

- 3.5.1 Recognize and respond to the unique qualities of the theatre experience.

Example: Students work together to create a list of the benefits of seeing a live play, as opposed to seeing a movie or watching television.

CREATIVE PROCESS

Standard 6

Students create scripts and theatre pieces through collaboration, inquiry, and improvisation.

- 3.6.1 Dramatize stories using improvisation and theatre games.

*Example: Create action and dialogue for a scene that could take place the day after the story **The Three Little Pigs**.*

- 3.6.2 Collaboratively improvise scenes based on personal experiences.

Example: Act out a scene about being late for school.

- 3.6.3 Explore the use of sounds and the voice to express character, feelings, and mood.

Example: Students select recorded music to set the mood for a story.

- 3.6.4 Create spontaneous dialogue to express feelings.

*Example: Students create a monologue that expresses how the wind feels when it loses the contest in **The Wind and the Sun**.*

Standard 7

Students utilize imagination and research to design and implement the elements of a visual environment.

- 3.7.1 Conceive and draw or write a description of an imagined visual environment.
Example: Students highlight visual information in a script and include those elements in a painted backdrop.
- 3.7.2 Arrange the classroom furniture to reflect the layout of a real place.
Example: Students recreate the arrangement of a dentist's office for a career play.

Standard 8

Students develop acting skills through observation, improvisation, and script analysis.

- 3.8.1 Based on an observation of a person or animal, create a character profile describing specific movements and characteristics.
Example: Students describe a character such as, "The tired woman walks slowly."
- 3.8.2 Through physical actions, depict a human or animal character.
Example: Students act out a scene of a baby bird learning to fly.
- 3.8.3 Read a play and discuss the relationships and behaviors of its characters.
Example: Students identify how the characters help the hero achieve his goals.

CAREERS AND COMMUNITY

Standard 9

Students recognize a variety of theatrical careers.

- 3.9.1 Discover what designers, directors, and playwrights do in the theatre.

Standard 10

Students develop a lifelong commitment to theatre arts and value their importance in the life of the community.

- 3.10.1 Experience live theatre.

Example: Visit a local theatre or invite high school actors to perform scenes or short plays.

3.10.2 Discuss how theatre adds to community life.

INTEGRATED STUDIES

Standard 11

Students identify and make connections between theatre and other disciplines such as language arts, social studies, humanities, science, and technology.

3.11.1 Create a theatre piece that integrates principles and ideals of American society.

Example: Students depict the consequences of violating a seatbelt law.

Standard 12

Students understand the integrative nature of theatre that includes dance, music, visual art, and media arts.

3.12.1 Incorporate two other art forms into the creation of a theatre piece.

ACADEMIC STANDARDS FOR THEATRE

HISTORY AND CULTURE

Standard 1

Students understand the significance of theatre and its relationship to history and cultures.

4.1.1 Explore the unique way theatre can be used to understand the history of Indiana and its people.

Example: Dramatize a story poem by James Whitcomb Riley.

4.1.2 Trace the development of theatre in Indiana.

Example: Discuss the role of folk tales, play parties, traveling players to the development of Indiana theatre.

4.1.3 Examine the value of theatre as a means of integrating history and culture.

Standard 2

Students recognize significant works of the theatre and comprehend various performance styles.

4.2.1 Discover the ways that Indiana heritage is preserved theatrically.

*Example: View video of **A Christmas Story** by Indiana writer Jean Shepherd. Compare and contrast the story to contemporary Indiana towns.*

4.2.2 Explore the works of Indiana writers and playwrights.

4.2.3 View examples of Indiana history and culture in performance.

Example: Attend a parade.

ANALYSIS AND RESPONSE

Standard 3

Students understand and analyze the dramatic structure of plays and performances.

4.3.1 Discuss and classify character, plot, theme, and setting in stories.

Example: Students classify plot as comedy or drama, fiction or nonfiction.

- 4.3.2 Identify and describe the character, plot, and setting in classroom dramatizations and/or formal productions.

Example: Students describe changes in main character's goals or feelings.

Standard 4

Students identify, develop, and apply criteria to make informed judgments about theatre.

- 4.4.1 Develop selected criteria to critique what they see, hear, and understand.

Example: Students develop a checklist for the elements of good storytelling such as plot, turning point, climax, etc.

- 4.4.2 Speculate on the meaning of a performance.

Example: A student may respond with, "This play helped me choose not to smoke after seeing what happened to the main character."

- 4.4.3 Articulate what changes they would suggest in a performance.

Example: A student might respond, "It would be better if the character had a spotlight on his mask."

Standard 5

Students reflect on and interpret the nature of the theatre experience and its personal and artistic significance.

- 4.5.1 Recognize and respond to the unique qualities of the theatre experience.

Example: Students describe by writing or verbally sharing with the class which character they would most like to model.

CREATIVE PROCESS

Standard 6

Students create scripts and theatre pieces through collaboration, inquiry, and improvisation.

- 4.6.1 Create a short dramatic scene from narrative literature.

Example: Students create action and dialogue for the end of a story they've read.

- 4.6.2 Collaboratively improvise scenes based on relationships and social situations.

Example: Students improvise short scenes indicating proper and improper behavior in the lunch line.

- 4.6.3 Investigate and create characters and plots from a variety of resources.

Example: Students create a short scene based on an incident in the life of young Abraham Lincoln.

- 4.6.4 Explore the use of sounds and the voice to express character, feelings, and mood.

Example: A student uses a character voice to represent a supernatural being.

- 4.6.5 Create spontaneous dialogue to express feelings.

Example: A student creates a monologue that expresses a secret wish the character wants to share.

Standard 7

Students utilize imagination and research to design and implement the elements of a visual environment.

- 4.7.1 Conceive, draw, and build a simple imagined environment.

Example: Students build a moveable set using card board boxes.

- 4.7.2 Apply research to the process of developing a simple, dramatic environment.

Example: Students study and recreate the lighting of a room during Abraham Lincoln's time.

Standard 8

Students develop acting skills through observation, improvisation, and script analysis.

- 4.8.1 Observe skilled actors.

- 4.8.2 Create and present an age-appropriate character in a real-life situation.

Example: Improvise the outcome of an assigned situation; "You just saw your favorite pen in a friend's book bag. What do you do?"

- 4.8.3 Read plays to examine character dynamics and relationships.

*Example: Read plays based on folklore, fairy tales, and mythology (such as **The Book of Greek Myths** or **The Crane Wife**) and discuss how the fictional characters reflect the lives of real people.*

CAREERS AND COMMUNITY

Standard 9

Students recognize a variety of theatrical careers.

- 4.9.1 Identify various opportunities in theatre-related careers both on and offstage.

Standard 10

Students develop a lifelong commitment to theatre arts and value their importance in the life of the community.

4.10.1 Take a backstage tour of a theatre.

4.10.2 Analyze the theatrical nature of familiar Indiana cultural events.

Example: Students visit Conner Prairie farm or the Festival of the Harvest Moon.

INTEGRATED STUDIES

Standard 11

Students identify and make connections between theatre and other disciplines such as language arts, social studies, humanities, science, and technology.

4.11.1 Create a theatre piece exploring human relationships.

Example: Students collaborate on a script that emphasizes the importance of respect for others.

4.11.2 Identify and compare similar concepts or principles found in theatre and another discipline.

Example: Students compare the structure of a play to the human life cycle.

Standard 12

Students understand the integrative nature of theatre that includes dance, music, visual art, and media arts.

4.12.1 Analyze the ways a live performance is enhanced by the integration of other art forms.

ACADEMIC STANDARDS FOR THEATRE

HISTORY AND CULTURE

Standard 1

Students understand the significance of theatre and its relationship to history and cultures.

- 5.1.1 Explore the connection between theatre history of North America and its people.
Example: Attend or read and see photos about the Feast of the Hunters' Moon and discuss the role of ritual drama in the culture of Native Americans.
- 5.1.2 Identify various theatrical practices throughout North American history.
Example: Discuss the ways various cultures in different regions used theatre as a means of expression.
- 5.1.3 Examine the value of theatre as a means of integrating history and culture.

Standard 2

Students recognize significant works of the theatre and comprehend various performance styles.

- 5.2.1 Examine dramatic genres (comedy, tragedy, melodrama, and farce).
- 5.2.2 Observe a performance of musical theatre and discuss its American heritage.

ANALYSIS AND RESPONSE

Standard 3

Students understand and analyze the dramatic structure of plays and performances.

- 5.3.1 Classify and explain character, plot, theme, and setting in various stories.

Standard 4

Students identify, develop, and apply criteria to make informed judgments about theatre.

- 5.4.1 Develop selected criteria to critique what they see, hear, and understand.

Example: Students make a list of theatrical elements to analyze (performances, scenery, lighting, costumes, etc.).

5.4.2 Speculate on the meaning of a performance.

5.4.3 Articulate what they would do differently in a performance.

Example: A student responds, "The actor should not have turned his back; I couldn't see his facial expression."

Standard 5

Students reflect on and interpret the nature of the theatre experience and its personal and artistic significance.

5.5.1 Recognize and respond to the unique qualities of the theatre experience.

Example: A class debates the advantages/disadvantages of seeing live theatre versus seeing a movie.

CREATIVE PROCESS

Standard 6

Students create scripts and theatre pieces through collaboration, inquiry, and improvisation.

5.6.1 Adapt prose into a short play.

Example: Students write a script from a folk tale by assigning narration and dialogue.

5.6.2 Investigate and create characters and plots from a variety of resources.

*Example: Research customs and mannerism of courtly behavior in **Cinderella**.*

5.6.3 Explore the use of sounds and the voice to express character, feelings, and mood.

Example: A student uses his or her voice to express how a character might sound when she is angry or afraid.

5.6.4 Create spontaneous dialogue to express feelings.

Example: Students create a dialogue that expresses how the characters feel in a conflict.

Standard 7

Students utilize imagination and research to design and implement the elements of a visual environment.

5.7.1 Study a play or story and then visualize, draw, and build a realistic theatrical environment.

*Example: Read the **Pied Piper** and build a simple set for the town of Hamelin.*

Standard 8

Students develop acting skills through observation, improvisation, and script analysis.

5.8.1 Interact with skilled actors.

Example: Engage an actor locally or via distance learning to discuss his or her work in a production.

5.8.2 Create and present an age-appropriate character in a real-life situation.

Example: Students develop a morality play about cheating in school.

5.8.3 Read plays to examine character dynamics and relationships.

Example: Students create an alternate ending to a play as a reflection of a change in relationships. (Cinderella runs off with the plumber.)

CAREERS AND COMMUNITY

Standard 9

Students recognize a variety of theatrical careers.

5.9.1 Discover the skills needed to be an actor.

Example: Meet an actor and discuss his/her work and career.

5.9.2 Identify a wide variety of professions that use the talents and training of actors, such as voice-overs, commercials, amusement park entertainment, and public relations.

Standard 10

Students develop a lifelong commitment to theatre arts and value their importance in the life of the community.

- 5.10.1 Observe a rehearsal or other behind-the-scenes activity of a local, professional, community, or high school play.

INTEGRATED STUDIES

Standard 11

Students identify and make connections between theatre and other disciplines such as language arts, social studies, humanities, science, and technology.

- 5.11.1 Create a theatre piece that explores a social issue.
Example: Students collaborate on a script depicting the contrasting attitudes of the British and American colonists regarding the Stamp Act.
- 5.11.2 Identify and compare similar concepts or principles found in theatre and another discipline, such as mathematics.
Example: Students arrange the classroom symmetrically, then rearrange it asymmetrically.

Standard 12

Students understand the integrative nature of theatre that includes dance, music, visual art, and media arts.

- 5.12.1 Create a theatre piece by utilizing students' collaborative talents in each of the various arts.

LITERACY STANDARDS FOR THEATRE

The Literacy Standards for Theatre are presented in grade-level bands. Students at the beginning of a grade-band continuum will require a blend of scaffolding and direct, explicit instruction. By the end of the grade-band continuum, students should demonstrate proficiency of the literacy standards independently.

The grades 6-8 standards below define what students should understand and be able to do by end of 8th grade. These are to serve as a complement to the specific content demands of the theatre standards and be taught as skills that allow students to communicate and comprehend the theatre content.

Reading for Literacy in Theatre

Students need to develop the skills that allow them to read complex informational theatre texts with independence and confidence. Students need to build an appreciation of the norms and conventions of reading in theatre, an understanding of domain-specific words and phrases, an attention to precise details, the capacity to evaluate detailed arguments, synthesize complex information and follow detailed descriptions and procedures.

Key Ideas and Details

- 6-8.RT.1** Cite specific textual evidence to support analysis of technical theatre texts.
- 6-8.RT.2** Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
- 6-8.RT.3** Follow precisely a multistep procedure when performing technical theatre tasks.

Craft and Structure

- 6-8.RT.4** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical theatre context relevant to *grades 6-8 texts and topics*.
- 6-8.RT.5** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
- 6-8.RT.6** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

Integration of Knowledge and Ideas

- 6-8.RT.7** Integrate technical theatre information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
- 6-8.RT.8** Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
- 6-8.RT.9** Compare and contrast the information gained from performances, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Range of Reading and Level of Text Complexity

- 6-8.RT.10** By the end of grade 8, read and comprehend technical theatre texts in the grades 6-8 text complexity band independently and proficiently.

Writing for Literacy in Theatre

Students need to be able use writing as a key means to defend and assert claims, showing what they know about a subject and conveying what they have experienced, imagined, thought, and felt. They must be adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in clear manner.

Text Types and Purposes

- 6-8.WT.1** Write arguments to focused on *discipline-specific content*.
- Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the argument presented.
- 6-8.WT.2** Write informative/explanatory texts, including technical/theatrical processes.
- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into broader categories as appropriate to

- achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

6-8.WT.3 *Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their technical work that others can replicate them and (possibly) reach the same results.*

Production and Distribution of Writing

- 6-8.WT.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 6-8.WT.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- 6-8.WT.6** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently .

Research to Build and Present Knowledge

- 6-8.WT.7** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- 6-8.WT.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- 6-8.WT.9** Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

6-8.WT.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ACADEMIC STANDARDS FOR THEATRE

HISTORY AND CULTURE

Standard 1

Students understand the significance of theatre and its relationship to history and cultures.

6.1.1 Explore how the roots of theatre began in ancient Greece and flourished through other eras and regions.

6.1.2 Identify the ways in which many cultures have used theatre to communicate ideas.

Standard 2

Students recognize significant works of the theatre and comprehend various performance styles.

6.2.1 Identify historical periods and their theatrical styles.
Example: Students list characteristics of Greek theatres and performance.

ANALYSIS AND RESPONSE

Standard 3

Students understand and analyze the dramatic structure of plays and performances.

6.3.1 Explain the use of character, plot, and setting in classroom dramatizations and/or formal productions.

Example: Students summarize a play's plot construction (rising action, climax, and resolution).

Standard 4

Students identify, develop, and apply criteria to make informed judgments about theatre.

- 6.4.1 Develop criteria to critique what they see, hear, and understand.
Example: Students critique scenery for the value of realistic presentation. "The scenery on the backdrop helps the setting appear real".
- 6.4.2 Speculate on the meaning of a theatrical production.
Example: Students analyze how consequences of behavior are represented in the conclusion of a play.

Standard 5

Students reflect on and interpret the nature of the theatre experience and its personal and artistic significance.

- 6.5.1 Reflect on the qualities of the visual and aural production and how they create the viewer's reaction to the theatre experience.
Example: A student responds: "In the celebration scene for the president, there were multicolored fireworks on the stage. The lighting, sound, and audience response created the quality of a festive occasion."
- 6.5.2 Compare the character's conflict or problems to the real life concerns of the audience.
Example: Students describe how the conflict of jealousy in a period play relates to modern viewers.

CREATIVE PROCESS

Standard 6

Students create scripts and theatre pieces through collaboration, inquiry, and improvisation.

- 6.6.1 Improvise scenes from literature.
*Example: Students create a short scene based on an incident in the novel **Treasure Island**.*
- 6.6.2 Write a scripted play based on a theme.
Example: Students write a play that teaches a moral lesson about smoking.
- 6.6.3 Explore the use of sounds and the voice to express character, feelings, and mood.
Example: Students create a score of piano effects to create the mood for a scene.

Standard 7

Students utilize imagination and research to design and implement the elements of a visual environment.

- 6.7.1 Study a play or story and visualize, draw, and build a simple realistic theatrical environment for it.

Example: Students build wolf masks for a Russian folk tale play.

Standard 8

Students develop acting skills through observation, improvisation, and script analysis.

- 6.8.1 Interact with a skilled actor in a collaborative exercise.

- 6.8.2 Write and perform dialogue for characters from familiar stories.

CAREERS AND COMMUNITY

Standard 9

Students recognize a variety of theatrical careers.

- 6.9.1 Discover the skills needed to be a playwright.

Example: Meet a playwright and discuss his/her work and career.

- 6.9.2 Identify a wide variety of professions related to playwriting, such as novelist, critic, journalist, promoter, poet, and screenwriter.

Standard 10

Students develop a lifelong commitment to theatre arts and value their importance in the life of the community.

- 6.10.1 Volunteer to assist a theatre company (post flyers or posters, stuff envelopes, locate props).

INTEGRATED STUDIES

Standard 11

Students identify and make connections between theatre and other disciplines such as language arts, social studies, humanities, science, and technology.

6.11.1 Create a theatre piece that states and supports a position.

Example: Students collaborate to create a script emphasizing the importance of voting in a democracy.

6.11.2 Identify and compare similar concepts or principles found in theatre and another discipline, such as civics and government.

Example: Students create a hypothetical theatre company and decide who will serve as director, designer, producer, etc.

Standard 12

Students understand the integrative nature of theatre that includes dance, music, visual art, and media arts.

6.12.1 Incorporate multiple art forms to more effectively communicate ideas.

LITERACY STANDARDS FOR THEATRE

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The grades 6-8 standards below define what students should understand and be able to do by end of 8th grade. These are to serve as a complement to the specific content demands of the theatre standards and be taught as skills that allow students to communicate and comprehend the theatre content.

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Key Ideas and Details

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- 6-8.RT.3** Follow precisely a multistep procedure when performing technical theatre tasks.

Craft and Structure

- 6-8.RT.4** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical theatre context relevant to *grades 6-8 texts and topics*.
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- 6-8.RT.9** Compare and contrast the information gained from performances, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Range of Reading and Level of Text Complexity

- 6-8.RT.10** By the end of grade 8, read and comprehend technical theatre texts in the grades 6-8 text complexity band independently and proficiently.

Writing for Literacy in Theatre

Students need to be able use writing as a key means to defend and assert claims, showing what they know about a subject and conveying what they have experienced, imagined, thought, and felt. They must be adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in clear manner.

Text Types and Purposes

- 6-8.WT.1** Write arguments to focused on *discipline-specific content*.
- Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the argument presented.
- 6-8.WT.2** Write informative/explanatory texts, including technical/theatrical processes.
- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into broader categories as appropriate to

- achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style and objective tone.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

6-8.WT.3 *Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their technical work that others can replicate them and (possibly) reach the same results.*

Production and Distribution of Writing

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Range of Writing

6-8.WT.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ACADEMIC STANDARDS FOR THEATRE

HISTORY AND CULTURE

Standard 1

Students understand the significance of theatre and its relationship to history and cultures.

7.1.1 Explore the impact of culture and tradition on Asian and African theatre.

7.1.2 Describe and compare universal characters and situations in dramas from various cultures and periods.

*Example: Students read a Japanese folk tale (**Urishima Taro**) and relate it to a familiar western story or fable.*

Standard 2

Students recognize significant works of the theatre and comprehend various performance styles.

7.2.1 Distinguish among differences between western and non-western theatre.

Example: View a video of Japanese Kabuki theatre and compare it to traditional American theatre.

7.2.2 Read excerpts from two non-Western plays and discuss their cultural contexts.

ANALYSIS AND RESPONSE

Standard 3

Students understand and analyze the dramatic structure of plays and performances.

7.3.1 Explore thematic and character elements of a play.

Example: Students discuss how a character's response to a reversal of fortune causes his downfall.

Standard 4

Students identify, develop, and apply criteria to make informed judgments about theatre.

- 7.4.1 Use age-appropriate theatre vocabulary to critique and evaluate the effectiveness of theatrical productions.
- 7.4.2 Reflect on the quality of self and peer performances.

Standard 5

Students reflect on and interpret the nature of the theatre experience and its personal and artistic significance.

- 7.5.1 Understand the meaning of a theatrical production and evaluate its importance to the world and to themselves.
- 7.5.2 Compare the character's conflict or problems to the real life concerns of the audience.
*Example: Students read **The Miracle Worker** and explore how the main character's life and circumstances resemble their own.*

CREATIVE PROCESS

Standard 6

Students create scripts and theatre pieces through collaboration, inquiry, and improvisation.

- 7.6.1 Generate dialogue for a simple scene using improvisation.
Example: Improvise a two-character scene where a student tries to convince another not to cheat.
- 7.6.2 Use fictional or non-fictional resources to create a short script.
*Example: Students write a short play based on a chapter from **The Hobbit**.*

Standard 7

Students utilize imagination and research to design and implement the elements of a visual environment.

- 7.7.1 Draw, write a description, or find images to convey a specific play's setting and mood.
- 7.7.2 Study a play or story, and visualize, draw, and create a simple theatrical environment for it.

Standard 8

Students develop acting skills through observation, improvisation, and script analysis.

- 7.8.1 Demonstrate basic stage movement.
Example: Students learn to cross from downstage left to upstage right.
- 7.8.2 Observe human behavior and depict it through improvisation.
Example: Show the class what you do when you are in a hurry.
- 7.8.3 Read plays to understand character relationships.

CAREERS AND COMMUNITY

Standard 9

Students recognize a variety of theatrical careers.

- 7.9.1 Discover the skills needed to be a theatrical designer.
Example: Meet a scenic or costume designer and discuss his/her work and career.
- 7.9.2 Identify a wide variety of professions related to theatrical design, such as fashion designer, interior decorator, make-up artist, architect, engineer, and electrician.

Standard 10

Students develop a lifelong commitment to theatre arts and value their importance in the life of the community.

- 7.10.1 Become familiar with a play and see a local production of it.
Example: Students read a synopsis of a play before seeing it.

INTEGRATED STUDIES

Standard 11

Students identify and make connections between theatre and other disciplines such as language arts, social studies, humanities, science, and technology.

- 7.11.1 Create a theatre piece that explores a controversial issue.
Example: Students collaborate to create two scripts examining the issue of free trade from contrasting positions.
- 7.11.2 Identify the ways theatre encourages cooperation in seeking solutions to mutual problems.
Example: Students organize a system of ground rules and principles for a hypothetical theatre company.

Standard 12

Students understand the integrative nature of theatre that includes dance, music, visual art, and media arts.

- 7.12.1 Utilize recorded or live theatre performances to analyze the integrated use of the arts.
Example: Students see or attend a musical, opera, or ballet.

LITERACY STANDARDS FOR THEATRE

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 - Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the argument presented.
- 6-8.WT.2** Write informative/explanatory texts, including technical/theatrical processes.
- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into broader categories as appropriate to

- achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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 - c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style and objective tone.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

6-8.WT.3 *Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their technical work that others can replicate them and (possibly) reach the same results.*

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- 6-8.WT.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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Range of Writing

6-8.WT.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ACADEMIC STANDARDS FOR THEATRE

HISTORY AND CULTURE

Standard 1

Students understand the significance of theatre and its relationship to history and cultures.

- 8.1.1 Analyze theatre’s depiction of early American history.
*Example: Students read and discuss **Abe Lincoln in Illinois** and analyze its portrayal of an historical figure.*
- 8.1.2 Explain and demonstrate how culture affects theatre performances and styles.
*Example: Students reflect on why a director would or would not choose to stage a modern-day version of Wilder’s **Our Town**.*

Standard 2

Students recognize significant works of the theatre and comprehend various performance styles.

- 8.2.1 Delineate the differences between melodramatic and realistic acting styles.
- 8.2.2 Compare and contrast the dramatic style and form of melodramatic and realistic American plays.

ANALYSIS AND RESPONSE

Standard 3

Students understand and analyze the dramatic structure of plays and performances.

- 8.3.1 Scrutinize a character’s actions and the consequences they create.
- 8.3.2 Examine how the plot and dialogue of a play contribute to its overall impact.
*Example: Students study Abe’s “plain talk” in **Abe Lincoln in Illinois**.*

Standard 4

Students identify, develop, and apply criteria to make informed judgments about theatre.

- 8.4.1 Use age-appropriate theatre vocabulary to develop a rubric for critiquing and evaluating the effectiveness of theatrical productions.
- 8.4.2 Differentiate the strengths and weaknesses of self and peer performances.

Standard 5

Students reflect on and interpret the nature of the theatre experience and its personal and artistic significance.

- 8.5.1 Understand the use of technical elements of a production and evaluate their effect on the meaning of a production.
- 8.5.2 Apply a play's conflict or problems to the political and social concerns of the contemporary world.

CREATIVE PROCESS

Standard 6

Students create scripts and theatre pieces through collaboration, inquiry, and improvisation.

- 8.6.1 Generate dialogue for a short scene using improvisation.
Example: Improvise a two-character scene with a beginning, middle, and ending where a student tries to convince another not to cheat.
- 8.6.2 Use fictional or non-fictional sources to create a short script.

Standard 7

Students utilize imagination and research to design and implement the elements of a visual environment.

- 8.7.1 Draw or find images appropriate to a specific play's setting and mood.
- 8.7.2 Based on research of a play or story, visualize, draw, and create an environment for the stage.

Standard 8

Students develop acting skills through observation, improvisation, and script analysis.

- 8.8.1 Discover the physical tools used for acting.
Example: Learn the importance of vocal volume in a large space.
- 8.8.2 Observe and depict human behavior through group improvisation.
Example: Students depict a lunchroom scene.
- 8.8.3 Read plays to understand character development, motivation, and relationships.

CAREERS AND COMMUNITY

Standard 9

Students recognize a variety of theatrical careers.

- 8.9.1 Discover the skills needed to be a director.
Example: Meet a director and discuss his/her work and career.
- 8.9.2 Identify a wide variety of professions related to directing such as, television or film director, stage manager, producer, and artistic director.

Standard 10

Students develop a lifelong commitment to theatre arts and value their importance in the life of the community.

- 8.10.1 Attend a play or musical and write a critique analyzing the audience's response to the production.

INTEGRATED STUDIES

Standard 11

Students identify and make connections between theatre and other disciplines such as language arts, social studies, humanities, science, and technology.

- 8.11.1 Trace advancements in technology and their impact on the theatre.
Example: Students discuss how the invention of electric light affected the theatre.
- 8.11.2 Analyze the ways theatre responds to social changes and cycles.
Example: Students analyze local demographic data to better understand their potential theatre audience.

Standard 12

Students understand the integrative nature of theatre that includes dance, music, visual art, and media arts.

- 8.12.1 Summarize and critique the integrated use of the arts in recorded or live theatre performances.

NOTES:

LITERACY STANDARDS FOR THEATRE

The Literacy Standards for Theatre are presented in grade-level bands. Students at the beginning of a grade-band continuum will require a blend of scaffolding and direct, explicit instruction. By the end of the grade-band continuum, students should demonstrate proficiency of the literacy standards independently.

The grades 9-12 standards below define what students should understand and be able to do by end of 12th grade. These are to serve as a complement to the specific content demands of the theatre standards and be taught as skills that allow students to communicate and comprehend the theatre content.

Reading for Literacy in Theatre

Students need to develop the skills that allow them to read complex informational theatre texts with independence and confidence. Students need to build an appreciation of the norms and conventions of reading in theatre, an understanding of domain-specific words and phrases, an attention to precise details, the capacity to evaluate detailed arguments, synthesize complex information and follow detailed descriptions and procedures.

Key Ideas and Details

- 9-12.RT.1** Cite specific textual evidence to support analysis of technical theatre texts, attending to the precise details of explanations or descriptions.
- 9-12.RT.2** Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
- 9-12.RT.3** Follow precisely a complex multistep procedure when performing technical theatre tasks, attending to special cases or exceptions defined in the text.

Craft and Structure

- 9-12.RT.4** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical theatre context relevant to *grades 9-12 texts and topics*.
- 9-12.RT.5** Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*).

9-12.RT.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

Integration of Knowledge and Ideas

9-12.RT.7 Translate technical theatre information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mechanically (e.g., in an equation) into words.

9-12.RT.8 Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a technical problem **(This standard not applicable in Theatre)**.

9-12.RT.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Range of Reading and Level of Text Complexity

9-12.RT.10 By the end of grade 12, read and comprehend technical theatre texts in the grades 9-10 text complexity band independently and proficiently.

Writing for Literacy in Theatre

Students need to be able use writing as a key means to defend and assert claims, showing what they know about a subject and conveying what they have experienced, imagined, thought, and felt. They must be adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in clear manner.

Text Types and Purposes

- 9-12.WT.1** Write arguments to focused on *discipline-specific content*.
- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
 - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

- 9-12.WT.2** Write informative/explanatory texts, including technical processes.
- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

9-12.WT.3 *Note: Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In technical, students must be able to write precise enough descriptions of the step-by-step procedures they use in their technical work that others can replicate them and (possibly) reach the same results.*

Production and Distribution of Writing

- 9-12.WT.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 9-12.WT.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- 9-12.WT.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

9-12.WT.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

9-12.WT.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

9-12.WT.9 Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

9-12.WT.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ACADEMIC STANDARDS FOR THEATRE

HISTORY AND CULTURE

Standard 1

Students understand the significance of theatre and its relationship to history and cultures.

H.1.1 PROFICIENT: Discover how our individual cultural experiences affect an artist's work in the theatre.
ADVANCED: Analyze the ways our individual cultural experiences impact our work in the theatre.

H.1.2 PROFICIENT: Compare how similar dramatic themes are treated from various cultures and periods.
ADVANCED: Create informal performances which reveal universal, cross-cultural issues and themes.

Standard 2

Students recognize significant works of the theatre and comprehend various performance styles.

- H.2.1 PROFICIENT: Identify various dramatic forms, production practices, and theatrical traditions.
 ADVANCED: Adapt various dramatic forms, production practices, and theatrical traditions across cultures and historical periods to contemporary theatre.

ANALYSIS AND RESPONSE

Standard 3

Students understand and analyze the dramatic structure of plays and performances.

- H.3.1 PROFICIENT: Articulate understanding of a play using elements of dramatic structure (plot, character, theme, language, music, and spectacle).
 ADVANCED: Differentiate dramatic works in terms of their form and style, such as Greek Tragedy, French Neoclassical, Theatre of the Absurd, and others.
- H.3.2 PROFICIENT: Analyze the central action of the play and discuss its cause and effect.
 ADVANCED: Analyze the way in which the theme or meaning of a play represents a view or comment on life, using textual evidence to support the claim.

Standard 4

Students identify, develop, and apply criteria to make informed judgments about theatre.

- H.4.1 PROFICIENT: Evaluate how well the text or production met its intended objectives.
*Example: A student, accustomed to action-filled stories, understands that **Waiting for Godot** is a play that de-emphasizes action and focuses on characters.*
 ADVANCED: Evaluate how well the text or production succeeded based on a developed set of personal aesthetic criteria.
- H.4.2 PROFICIENT: Evaluate the artistic choices of self and the collaborative efforts of peers in classroom dramatizations and formal productions and suggest constructive alternatives.

ADVANCED: Analyze and evaluate critical comments about personal dramatic work explaining which points are most appropriate to realize further development of the work.

Standard 5

Students reflect on and interpret the nature of the theatre experience and its personal and artistic significance.

H.5.1 PROFICIENT: Construct social meanings from classroom dramatizations and formal productions from a variety of cultures and historical periods and relate these to current personal, national, and international issues.

ADVANCED: Support emotional and intellectual responses to a variety of classroom, traditional, and non-traditional performances and articulate an individual point of view.

Example: (from Todd London) How does the play use the theatre? How does it live in time and space? How does it fit in a body of work? What does it say about the world? How does it say what it says? How does it work (as opposed to “does it work?”)? How does our personal experience of it change as it unfolds? What’s strange about it? What’s familiar? What’s the relationship between the strangeness and familiarity? What is it?

CREATIVE PROCESS

Standard 6

Students create scripts and theatre pieces through collaboration, inquiry, and improvisation.

H.6.1 PROFICIENT: Construct imaginative scripts and collaborate with actors to refine scripts so that the story and meaning are conveyed to an audience.

Example: Write a monologue based on a conflict with a friend, a current newspaper article, or an additional scene in which Othello is allowed to confront Iago about his role in Desdemona’s death.

ADVANCED: Synthesizing research of a given period or historical event, create an original monologue or script that includes original characters with unique dialogue that motivates action.

Standard 7

Students utilize imagination and research to design and implement the elements of a visual environment.

H.7.1 PROFICIENT: Respond to an existing play and translate that response into viable design elements (lights, sound, set, costume, makeup).

ADVANCED: Formulate a design concept from an existing play that reflects an apt interpretation of its text, style, and atmosphere.

Example: A student may read a play, research the time period, and find pictures that reflect the mood and style of the play. Another student might build a model of his or her design or create a production book to include other design elements.

Standard 8

Students develop acting skills through observation, improvisation, and script analysis.

H.8.1 **PROFICIENT:** Recognize and develop the voice and body as the actor’s primary instruments.

Example: Students practice tongue twisters and physical warm-ups.

ADVANCED: Convey character through specific physical and vocal choices.

H.8.2 **PROFICIENT:** Analyze a script to discover the clues about inner life of a character.

Example: Students count the number of times Hamlet uses the word “father.”

ADVANCED: Employ a careful process of script analysis in the creation of a character.

Example: Students apply Stanislavski’s system of role analysis.

H.8.3 **PROFICIENT:** Utilize observation as a tool in the process of creating a character.

Example: Students visit a nursing home to observe the traits and characteristics of elderly people. Students visit a zoo to observe the ways various animals move. Students view live and recorded performances to observe other actors’ work.

ADVANCED: Create a character by combining, modifying, or adapting various observations.

H.8.4 **PROFICIENT:** Build characters and portray situations through improvisation.

ADVANCED: Improvise a sustainable, original scene with believable characters in recognizable situations.

CAREERS AND COMMUNITY

Standard 9

Students recognize a variety of theatrical careers.

H.9.1 **PROFICIENT:** Identify connections between theatre arts education and potential job opportunities in the community.

ADVANCED: Document and create a theatre arts career plan based on a portfolio and investigation of educational possibilities.

- H.9.2 PROFICIENT: Identify criteria for admission into various theatre-related professions.
ADVANCED: Develop a plan for employment or further education through audition, interview, or presentation of a portfolio.

Standard 10

Students develop a lifelong commitment to theatre arts and value their importance in the life of the community.

- H.10.1 PROFICIENT: Attend and critique theatrical productions and analyze the effects of these experiences.
ADVANCED: Attend and critique theatrical productions and analyze the effects of these experiences on one's individual growth and critical aesthetic.
- H.10.2 PROFICIENT: Recognize the responsibilities and the importance of individual theatre patrons in the community.
ADVANCED: Identify service opportunities for supporting theatre in the community and become actively involved.

INTEGRATED STUDIES

Standard 11

Students identify and make connections between theatre and other disciplines such as language arts, social studies, humanities, science, and technology.

- H.11.1 PROFICIENT: Compare characteristics of theatre within a particular historical period or style with similar ideas, issues, or themes in other disciplines.
ADVANCED: Associate the creative and analytical principles and techniques of theatre with other disciplines.
- H.11.2 PROFICIENT: Create works (scenes, debates, critiques, or journals) that demonstrate knowledge of other disciplines through theatre activities.
ADVANCED: Integrate disciplines to create works (scenes, debates, critiques, or journals) that persuasively communicate in-depth knowledge and understanding of a concept.

Standard 12

Students understand the integrative nature of theatre that includes dance, music, visual art, and media arts.

H.12.1 PROFICIENT: Compare the materials, technologies, media, and processes of theatre with those of dance, music, or visual arts.

ADVANCED: Synthesize the creative and analytical principles, themes, and techniques of theatre and other art forms.

H.12.2 PROFICIENT: Create works that integrate media, processes, and concepts of other art forms.

ADVANCED: Create works that integrate media, processes, and concepts of other art forms to persuasively convey comprehensive knowledge gained through integration.